**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Task 2** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I make numbers up to 120?   How can I show that I know how to bundle tens and record the tens and show the left overs? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Set of student materials to use for modeling, | | **Student:**  Different bags that have popsicle sticks in them, with numbers up to 120. Pencil,and recording sheet. Pipe cleaners. | | | Tens, ones, digit, two digit number | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1. NBT.2a** | | | | | |
| **I can Statement(s):**  I can bundle groups of tens and show my left overs. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed**:  The teacher will model the activity the children. Take a bag that has popsicle sticks in them. Count out ten and wrap with the pipe cleaner. Continue doing this till you have made all the bundles of tens possible. Record result on a recording sheet. | | | | | |
| **Guided Practice:** Continue the activity, a few more times and also having a few students model. | | | | | |
| **Independent Practice:** Student will then practice the skill individually by continuing the activity on their own. | | | | | |
| **Closing/Summarizing Strategy:** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Give bags with numbers larger than 120 | | |  | | |  |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |